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ABSTRACT

The U.S. Office of Education funded a 1973-74 institute at Indiana University (Bloomington) Library School in which 18 students participated in a master's degree program for community college librarians/learning resource center directors. The program is both described and evaluated in this report. Information is provided on program goals, rationale, special features, required course content, elective courses, summer session workshops, participant recruitment and selection, registration and orientation, facilities, resources, field trips, laboratory work, practical experience, communication process, and staff. Comments and evaluations are interspersed throughout. Chapters on major problems, institute and participant evaluation, and conclusions follow. Appendixes include workshop course descriptions, evaluation results, a Leadership Training Institute site visit report, an outside evaluator's report, and an employment report on the participants. Copies of announcements and correspondence are attached. (LS)

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ED103694

Narrative Evaluation Report

of

USOE Title II-B Institute

"Education for Librarianship in Urban Community Colleges"

Graduate Library School
INDIANA UNIVERSITY
Bloomington, Indiana 47401

Institute Director: Charles E. Hale

USOE OEG 0-73-6634

August 1973-August 1974

LR 00 & 888

NARRATIVE EVALUATION REPORT

on the Institute for:

"EDUCATION FOR LIBRARIANSHIP IN URBAN COMMUNITY COLLEGES"

at

Graduate Library School, Indiana University

Bloomington, Indiana 47401

From

Aug. 1973 to Aug. 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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Submitted by:

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PREFACE

This narrative evaluation report represents an honest attempt to document what, of essence, transpired during a federally-funded USOE Institute, of one-year duration, at the Graduate Library School, Indiana University, Bloomington, Indiana. We like to think that what occurred was unique and innovative, and in many ways this conclusion could be accurately deduced; in others it could not. The following points, however, are (in my opinion) significant and meaningful.

1. This was the first Masters' degree program from an accredited Library School, specifically designed to prepare librarians/learning resources center directors for a community college setting. Whether the necessity, or even the desirability, of such a program is warranted has for many been a subject of conjecture and debate in the literature of our profession and only time will tell.

2. The fact that an evaluation instrument has been specifically designed to determine or ascertain if the preparation which participants received adequately prepared them for their positions, addresses itself to a "responsiveness and accountability" that in my opinion, is desirable.

3. The fact that were it not for a program federally-funded, which financially allowed 18 individuals, regardless of their ethnic backgrounds, to advance themselves individually, as well as professionally, who otherwise might not have had the opportunity seems in itself worthwhile.

4. And finally, simply the fact that such a program was conceived, funded, developed, and completed, serves in itself as the means for our acquiring additional expertise as to what our field of librarianship is, or is not, about.

It is customary and appropriate that one express appreciation to those who have contributed to the success of any program. To Dr. Herman Hudson, Vice-Chancellor of Afro-American Affairs; Dr. William Day, School of Higher Education; Dr. Dennis Pett, Dept. of Instructional Systems Technology; to numerous community college librarians, whose input was most helpful; to the faculty and administration of the Graduate Library School; to a busy and most competent secretary; and finally my wife, Marlene, who for 12 months was a "widow" to this Institute, a most heartfelt "thank-you."

Charles E. Hale
Institute Director

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Institute Announcements

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EDUCATION FOR LIBRARIANSHIP IN URBAN COMMUNITY COLLEGES

PROGRAM

This interdisciplinary program was designed to recruit 18 outstanding college graduates, particularly those who at one time had attended 2-year colleges, who were from minority groups and/or disadvantaged backgrounds, and who were interested in becoming community college librarians in developing urban 2-year colleges. Through personal, academic, and financial assistance these students hopefully have been provided the opportunity of participating in a unique program of graduate study which has culminated with an MLS degree and which was based upon the following educational objectives:

1. To develop knowledge of the philosophy, objectives, and concepts of the community college as a basis for learning resources center program development and maintenance.
   a. by identifying and describing the educational functions, populations served, and instructional programs of the community college.
   b. By distinguishing and identifying those concepts which are unique to the community college as apposed to other institutions of higher education.
   c. By interpreting and evaluating the library collection in regard to the heterogeneous population served and informational needs of same.
   d. By formulating and selecting strategies for making certain that the "library is the embodiment of philosophy expressed."
   e. By fostering and maximizing the institutional/community involvement of the library and vis-à-vis.
2. To increase understanding of the role of the learning resources center and its relationship to the total educational program and the community served. This role is expressed in behavioral terms.
   a. By providing leadership and assistance in the development of instructional systems which employ effective and efficient means of accomplishing the community college's objectives.
   b. By providing an organized and readily accessible collection of materials and supportive equipment needed to meet institutional, instructional, and individual needs of students and faculty.
   c. By providing a qualified staff, concerned and involved in serving the needs of students, faculty and community.
   d. By encouraging innovation, learning, and community service by providing facilities and resources which will make them possible.[1]
3. To attain skills and competencies required to develop and maintain dynamic learning resources center programs including program evaluation and experimentation.
   a. By developing a "person-oriented" philosophy of librarianship, where informational needs of the individual and the resolution of these needs are paramount.

b. By critically selecting, classifying, and organizing informational resources for an integrated collection of learning materials.

c. By effectively administering and managing people, resources, and equipment.

d. By continually being involved in professional self-improvement and fostering this same attitude in library colleagues.

e. By developing methodologies for evaluating effectiveness of services rendered and a willingness to experiment with alternative strategies for "more comprehensive service."

RATIONALE

Prior to World War II, the junior college was little more than an extension of secondary training. Since, 1945, the junior college movement has been one of the most dynamic educational developments in America. By 1968, there were 993 two-year institutions with enrollments totaling more than 2,000,000 students. The Carnegie Commission on Higher Education has indicated that there may well be another 351 of these open-door colleges by 1976 with enrollments of up to 3,560,000. The Carnegie Commission's estimates may not prove too inaccurate since the *1973 Community and Junior College Directory* reflects that the total number of 993 two-year institutions in 1968 has increased to 1,141 institutions, with a student enrollment which has already passed the 3,000,000 mark.[2] Until this Institute, no ALA-accredited library school has had a Masters' degree program to prepare librarians to meet the challenges of this expanding American institution of higher education.

SPECIAL FEATURES

Special features of the Institute included: Seminars which incorporated discussions of trends and problems in learning resources center administration and management; workshop sessions which included such considerations as innovations in learning, learning theories, curriculum development, the vocational student, the adult learner, the needs of disadvantaged minorities, the urban situation, training programs for library technical assistants, the bibliography and literature of technology, and library automation; individually tailored programs in terms of each student's background; a strong interdisciplinary approach; and field trips to a variety of urban 2-year colleges.

RATIONALE FOR PROGRAM CONTENT/COURSE REQUIREMENTS

Very few studies or research endeavors have had as their focus the community college library/learning resources center. Fewer yet have investigated the subject of the administrator or director of these 2-year institutional information resource centers. Two doctoral dissertations, however, have established a factual basis and indicated a "need" for such a program as that of this Institute, and served as a basis for its content and rationale. Drs. Elizabeth W. Matthews and Shirley Edsall, who recently completed doctoral dissertations on the subject of community college librarianship, have provided needed research in this rapidly developing and expanding area of librarianship.

Dr. Matthews, in her study of 465 community college library/learning resources center directors, provides us with the following information:

"An overwhelming majority (over 85%) were in agreement regarding those courses they considered most useful for community college library preparation. The courses considered library science core courses received the highest degree of agreement. A course on the subject of reference received the highest percentage of agreement, with 96.3%, followed by book selection, library administration, and cataloging. Audiovisual materials selection was also an area of agreement for 90.9%. Several administration courses were listed, and more respondents agreed to the usefulness of a course on library administration than one on learning resource administration or audiovisual administration. More than 90% agreed as to the usefulness of courses concerning the junior colleges. More than 85% agreed on: Classroom use of audiovisual materials; general communications' psychology of learning; and non-book cataloging. Curriculum design was considered a useful subject by 83.8%; design and production of audiovisual materials by 83.7%. . . .A number of respondents specified management and public relations as areas of usefulness."3

Dr. Shirley Edsall, author of this Institute proposal, surveyed 428 community college librarians, with 324 usable returns received (75.7%). Dr. Edsall provides us with the following data:

"A majority of the community college librarians expressed a need for special knowledge, in addition to that required of other academic librarians, in the areas of the history and philosophy of the community college, the variety of its occupational and transfer programs, and the diversity of the student body it serves. In other particular fields of education they mentioned curriculum development, educational psychology, adult education, vocational education, and educational technology. Library schools should assume the responsibility of making this special knowledge available to present and future students by means of a special course or seminar relative to the unique features of community college education and the library service required to meet the needs of this educational venture. Over 90% of the librarians suggested that special knowledge, competencies and attitudes are needed for community college librarianship."4

With these findings as a basis for planning, the following program leading to the Masters Degree in Library Science was formulated for the preparation of community college librarians:

FIRST SEMESTER

Course ##	*Course Title & Description*	*Hours*
L504	INFORMATION SOURCES "Types and functions of reference materials and services with emphasis on materials appropriate for general libraries; theory and purpose of bibliography as a form of access to information; types of bibliography."	3
L508	LIBRARY SERVICES AND COLLECTIONS "Principles underlying library and information service and selection of services to meet user's needs in all types of libraries. Principles of selection and use of library materials in various media; bibliographic aids to selection."	3

Course #	*Course Title & Description*	*Hours*
C656	THE JUNIOR AND COMMUNITY COLLEGE "Historical and sociological approach to study and understanding of the junior and community college movement. . . .Emphasis on students, programs, organization and structure, history and philosophical base of the community college. (Taught in Higher Education Dept., I.U.)	2
L595	WORKSHOP FOR LIBRARIANS (This seminar consisted of two course offerings.) *Workshop in Instructional Systems Technology* "Demonstrations, lectures, group discussion, and 'hands-on' workshop concerning the utilization, preparation, and administration of audio-visual materials." (Guest lectures and assistance from Department of Instructional Systems, I.U.) *Community College Learning Resources Centers: A Seminar* "Participants are introduced to the learning Resources Center (LRC) through lectures, group discussions guest speakers, and field trips. Topics include: ALA/AACJC/AECT Guidelines, administration, organization, staff development, collection." (For content, see Seminar Outline Attachment I, Appendix)	4

SECOND SEMESTER

Course #	*Course Title & Description*	*Hours*
L510	ORGANIZATION OF MATERIALS AND INFORMATION "Principles of descriptive cataloging, classification, and subject analysis and their application in relation to Dewey Decimal and Library of Congress systems. Cataloging of both book and non-book materials."	3
L544	INTRODUCTION TO THE INFORMATION SCIENCES "Introduction to methodology and techniques of information science. History of development; present applications including manual, punched card, microform, computer media. Library mechanization; information center. Future developments."	3
L595	WORKSHOP FOR LIBRARIANS: Advanced Reference Services for Community College Librarians "This newly devised course geared to the three degree programs available at the community college, namely: transfer, vocational/technical, and gene[illegible]	3

Course #	*Course Title & Description*	*Hours*
	studies. Focuses on the advanced reference services and resources peculiar to each program. Basic bibliographic tools, print and non-print unique to each, are discussed.	
Electives	Selected in Participant's field of interest and Institute-related. (See list of electives suggested below.)	6

ELECTIVES

ADULT EDUCATION

D524	Process & Procedure in Adult Education	3 hrs.
D525	Teaching/Learning Process in Adult Education	3 hrs.
D625	Seminar in Adult Education	2 hrs.

CURRICULUM

J630	Theory & Practice of Curriculum Development	3 hrs.
J635	Curriculum Coordination	3 hrs.

INSTRUCTIONAL SYSTEMS TECHNOLOGY

R523	Utilization of Audiovisual Materials	3 hrs.
R533	Organization & Curricular Integration of Audiovisual Materials	3 hrs.
R543	Preparation of Inexpensive Instructional Materials	3 hrs.
R544	Production Techniques	3 hrs.
R572	Principles of Photographic Production	3 hrs.

HIGHER EDUCATION

F500	Governance of Two-Year Institutions	2 hrs.
T590	Research in Urban Education	3 hrs.

LIBRARY SCIENCE

L516	Communication Media & Libraries	3 hrs.
L528	Government Documents	3 hrs.
L533	Library Materials for Children & Young Adults	3 hrs.
L557	Library Services for Children & Young Adults	3 hrs.
L558	The Library as an Organization	3 hrs.
L595	Workshop in Public Library Services	3 hrs.
L596	Library Practice Work	Arranged
L643	Computer Application in Information Systems	4 hrs.

RADIO AND TELEVISION

R509	Television Production Direction	3 hrs.
R580	Radio-Television Workshop	3 hrs.

VOCATIONAL EDUCATION

V521	Principles & Organization of Vocational Education	3 hrs.
V525	Problems in Vocational Education	3 hrs.
G543	Occupational Information	3 hrs.

FIRST SUMMER SESSION (6 weeks)

Course #	*Course Title & Description*	*Hours*
L595	WORKSHOP FOR LIBRARIANS: LRC Administration and Technical Services "This first summer session, divided into two sections, covered the area of Administration/ Management and the latter portion was concerned with the Technical Services area of the LRC. The Management portion of this session included basic management theories and theorists, staff development, job descriptions, formulating a staff manual and general administrative activities of LRC. This segment included guest lecturers, films and discussions on the various subject areas mentioned above. The second and latter segment of this section consisted of a series of mini-practicum workshops, field trips, and discussions in the area of Technical Services. This segment covered material which requires familiarization and knowledge on the part of the LRC Director and staff in a community college, and which was not covered by other courses and for which the participants expressed a deep concern and interest."	3

SECOND SUMMER SESSION (8 weeks)

Course #	*Course Title & Description*	*Hours*
L595	WORKSHOP FOR LIBRARIANS: Instructional Systems Technology and Community Services "The second session covered basically three areas: a concluding segment of Technical Services, the area of Instructional Systems Technology, and a section on Community Services/Outreach. Guest speakers in these areas, panels and group discussions and "hands-on" experience in the area of Instructional Systems Technology made up the contents of this final segment of the Institute. Minority materials and services to urban communities were included. (An option of an elective for this final segment was available.)	3
Elective	Selected in Participant's field of interest and Institute-related. (See page 5.)	3

PRELIMINARY COMMENTS

1. In any assessment of Institute strengths and weaknesses, there were circumstances which at the onset, influenced program development and outcomes. These circumstances, facts rather than excuses, are offered simply in the hope that, if at all possible, they be seriously considered in future USOE Institutes.

   a. The lateness of notification of proposal award resulted in hardship on participants, the Graduate Library School administration and staff, and the director. Approximately 30 days prior to the start of the academic school year, word was received that funding had been approved for the Institute at Indiana University Graduate Library School. This time limitation seriously affected publicity, participant recruitment, and caused problems for those participants accepted, as regards termination of employment, resolution of personal obligations such as family, housing, and similar responsibilities.

   b. The individual responsible for writing this proposal and its intended director, Shirley Edsall, had been offered a position of employment and accepted it, having assumed that USOE was not funding the Institute at this late date. Consequently, this necessitated the hiring of a new director, to direct a program conceptualized by another, with little time for familiarization and planning.

   c. The reduction of the original proposal from a two-year program, entailing a year of internship following completion of a year of academic preparation, to simply a one-year academic program by USOE.

2. What effects these circumstances had or will have on the eventual outcomes of this Institute for Education for Librarianship in Urban Community Colleges are a matter of conjecture and speculation. They must, however, premise this report, for valid assessment.

PARTICIPANT RECRUITMENT AND SELECTION PROCESS

1. In this area, the lateness of Institute award and USOE notification resulted in inordinate and undue pressure on the GLS administration who had less than 30 days to notify, process applications, and recruit 18 participants.

2. Recruitment and Institute publicity channels consisted of numerous personal telephone contacts with friends, alumni, and colleagues of Graduate Library School administration and staff members; of publicity flyers sent to public, college, and university libraries; of articles in newspapers (those with large circulation and those intended primarily for minority audiences). Journals and periodicals were deemed inappropriate due to time constraints.

3. To attest to the success of this effort, 38 applications were eventually received, processed, and reviewed by a screening committee comprised of the Associate Dean (Ms. Sarah Reed), three GLS staff members, and the newly appointed Institute Director. Although the 18 participants were highly intelligent, well-qualified candidates for this Institute and the MLS degree, more time for dissemination and the selection process, may have resulted in a much different group of actual participants.

4. Criteria for participant selection was based upon the following:

a. Previous academic undergraduate records, indicative of participant's ability to successfully complete a graduate program in Library Science.

b. That participants were representative of minority/ethnic backgrounds as stipulated in the proposal.

c. Personal recommendations from references attesting to applicant's character and personal traits.

d. Applicant's expressed desire to attend Institute and intentions to pursue a career in the field of librarianship.

e. Alternates were named in the event selected participants declined acceptance.

5. The 18 participants selected represented nine states and the District of Columbia. Minority/ethnic breakdown consisted of 13 Afro-Americans, 4 Chicanos, and 1 South American (11 women and 7 men) averaging 26 years of age. The participants in this Institute were as follows:

Name	*Home of Record*	*Undergraduate Degree*
Bean, Earl	Milwaukee, Wisconsin	B.S. in Education, 1970 Univ. of Wisconsin, Milwaukee
Benson, Joe	Dallas, Texas	B.S. in Soc. Sciences, 1969 Bishop College, Dallas
Cajero, Roy	Tucson, Arizona	B.A. in English, 1972 Arizona University
Chavez, Isidro, Jr.	Santa Fe, New Mexico	B.A. in Marketing, 1972 Eastern New Mexico Univ.
Eckley, Yvany	Bloomington, Indiana	M.A.T., 1970 Indiana University
Elliott, Margaret	Frankfort, Kentucky	B.A. in Biology, 1972 Kentucky State Univ.
Greer, Doris	Washington, D.C.	B.S. in English/Speech, 1973 D.C. Teachers' College
Johnson, Janice	Gary, Indiana	B.S. in Education, 1972 Indiana University
Keith, Patricia	Chicago, Illinois	B.A. in English, 1973 Chicago State Univ.
McIntosh, Carolyn	Cleveland, Ohio	B.A. in Sociology/Lib. Sci., 1964 Clark College, Atlanta
Martinez, Robert	Albuquerque, New Mexico	Bachelor of Univ. Studies, 1972 Univ. of New Mexico
Miller, Wilma	Bloomington, Indiana	B.A. in Sociology, 1973 Indiana University
Ransom, Charles	Indianapolis, Indiana	B.A. in Political Science, 1972 Wabash College, Indiana

Name	*Home of Record*	*Undergraduate Degree*
Reyes, San Juanita	Bloomington, Indiana	B.A. Span./Amer. Studies, 1970 M.A. Applied Linguistics, 1973 Indiana University
Roseborough, Michael	Gary, Indiana	B.S. Soc. Studies/Lib. Sci., 1970, Southern Univ., Baton Rouge
Smith, Sheila	Detroit, Michigan	B.Ph., 1971 Wayne State Univ.
Strawder, Maxine	Bloomington, Indiana	B.A. in German/USGP, 1973 Case Western Reserve Univ.
Washington, Patricia	Chicago, Illinois	B.A. in History, 1973 Chicago State University

REGISTRATION AND ORIENTATION

1. Once notification, selection, and acceptance of participants was completed, necessary paperwork was accomplished to obtain campus housing for those desiring it. For those who did not have sufficient time to complete paperwork requirements, an individual "walk-through" of the paperwork process was accomplished by individual participants and the Institute Director, as they arrived on campus three days prior to actual registration, for purposes of orientation.

2. With the very capable assistance of GLS administrative staff and faculty, course reservations, stipend allotments, physical examinations (university requirement of all new students), pre-registration briefings and a "get-acquainted party" for participants and GLS faculty and staff were handled most efficiently. The orientation was considered by the participants to be very helpful and well-organized.

3. In a meeting of the participants and Director, an overview of Institute program, its objectives, organization and format were presented and a "question and answer" session followed. To alleviate registration problems encountered by all new students, a floor plan of the registration area was devised by the Director and distributed to participants to facilitate a smooth registration process. Designated check-points were indicated and resulted in a very smooth registration procedure for Institute participants.

4. For the general "overview", a schedule of individualized counseling sessions and course registration forms were distributed and participants and Director met on a "one-to-one basis" to complete course registration cards and discuss the program on an individual basis.

5. An "Institute Get-Acquainted Party" was held following registration where participants and the Director could get to know each other better.

6. The most carefully planned, well-organized orientation will prove ineffectual if participants do not believe there exists a "very personal concern" for their individual needs, apprehensions, and input. This *concern* is crucial to ANY Institute. The orientation alone is time enough for participants to ascertain whether "genuine concern or merely

lip service" exists. If concern does not exist, or is not readily apparent, i.e., "actions speaking louder than words," loss of participants and/or lack of meaningful interaction could result.

FACILITIES AND RESOURCES

1. *Graduate Library School Quarters.* Early in June 1969 the Graduate Library School moved into its new quarters in the University Library, a new three-unit structure of 500,000 square feet, costing $15,000,000. The School is located on the ground floor of the Undergraduate wing of the Library and has its own outside entrances on Tenth Street and on Stadium Drive, with access to the Library at one point on the inside. The facilities include lecture, seminar, and conference rooms, a technical services laboratory, an information science laboratory and computer room, a library science library, a faculty office suite, faculty lounge, administrative office suite, and a Research Center Office and staff suite. Classroom and laboratories are equipped to receive closed circuit television, the library has all types of listening, previewing and copying equipment. The Research Center has unit recording equipment, including a keypunch and three remote computer terminals, for communicating with computers on or off campus. Two are typewriter types, the other a cathode ray tube type.

2. *The Research Center for Library and Information Science* is open to Graduate Library School faculty and students for assistance in the design and conduct of research in these areas of investigation.

3. *The facilities of the Research Computing Center* are also available for student and faculty research. There is a small charge for use of these services.

4. *Professional books and journals* in the field of library and information science and bibliography now number more than 50,000 volumes. In addition, there is a laboratory collection of approximately 9500 volumes of children's literature, 1500 theses on microfilm, 125 tapes, 400 phonorecords, 198 filmstrips, and 25 8mm films.

5. *Books and Journals* in the field of education are located in the Education Reading Room (approximately 10,000 volumes) and in the Graduate Library(approximately 28,000 volumes). A complete set of ERIC microfiche is received on standing order and is housed in the School of Education Library. A computer search program for both *Research in Education* and the *Current Index to Journals in Education* tapes is now available on a statewide basis.

6. *The Audio-Visual Center* which serves the entire University without charge has a collection of audio-visual materials valued at approximately $2,000,000 including more than 12,000 titles (32,000 prints) in 16 mm motion pictures, 3200 titles of filmstrips and 500 phonorecords.

7. *University Libraries.* Ranked tenth in size among university libraries in America, the Indiana University Libraries system contains more than 5,000,000 items. Most of the books and periodicals have been selected by the faculties of the various departments to facilitate both instruction and research. Comprising the University library system

are a main library, for graduate and faculty use; an undergraduate library; the Lilly Library, for special collections and rare books; the several libraries at the regional campuses; school libraries, such as Music, Medicine, Law, Optometry, etc.; and collections at housing units in the Halls of Residence system. In addition, many departments have collections centered around their specific areas of interest.

FACILITIES AND RESOURCES: AN EVALUATION

In the area of physical facilities it would seem appropriate to begin with the "macro-universe" and then proceed to the "micro-universe" of the Institute itself. It likewise seems appropriate that we consider these facilities in the light of strengths and limitations:

Strengths

1. The Indiana University setting offered an exceptionally diversified program of electives which I feel that participants felt were highly beneficial. (Examples would include electives in Radio/Television Department, Instructional Systems Technology Department, Higher Education Department, and the Graduate Library School.)
2. The Indiana University Library served as an outstanding resource and research base for participant projects and learning activities.
3. The faculty, staff, and facilities of the Graduate Library School were totally committed to establishing an environment of "personal involvement" with the Institute participants and the program being offered.
4. Quarters provided for Institute staff were most adequate, well-planned, and more than sufficiently allowed for the conduct of administrative and counseling activities.
5. The living quarters for participants were for the most part adequate and convenient to the Graduate Library School.

Limitations:

Somewhat limiting in nature was the setting for the Institute, particularly as related to the Institute theme. Since this was an Institute for *urban* community college librarians, I believe two limitations naturally emerge:

1. The fact that Indiana University is not located in what one could justifiably term an "urban" setting;
2. The absence of community colleges in proximity, or for that fact, in the state, which would have allowed practicum experience for the participants, constituted limitations which everyone fully realized.

FIELD TRIPS, LABORATORY WORK, PRACTICA

As mentioned earlier, due to the lack of community colleges in the immediate area, the original proposal for the program stipulated that field trips to community colleges constituted an essential and integral part of the Institute. Two field trips were planned and completed to the following institutions:

College of DuPage, Glen Ellyn, Illinois
Malcolm X Community College, Chicago, Illinois
Forest Park Community College, St. Louis, Missouri

Speaking first to the effectiveness of the field trips, several outcomes, both positive and negative, were realized. The positive outcomes could be summarized by reporting that:

1. Students were afforded the opportunity of "experiencing first hand" the settings for which they were being prepared;
2. Participants witnessed and applied the classroom learning to "on site situations" as they existed;
3. The field trips afforded the participants the opportunity of interacting with students, faculty, librarians in the community college setting;
4. It afforded them a "realistic framework" for information relating to research projects in which they were involved;
5. An finally, it added a dimension which more concretely reflected what this Institute was primarily about.

The negative outcomes were, I feel, primarily isolated to the planning phase, and were for the most part beyond the capacity of the Director or the participants to reasonably control. These were:

1. After arrangements and plans had been made, circumstances beyond primarily anyone's control resulted in a curtailment of our visitation to Malcolm X Community College.
2. Similarly, a realization on the part of the Director that attempting to plan too detailed an agenda for the first field trip, which had some negative feedback from participants, was countered, and positively, by our trip to Forest Park Community College. We focused our attentions on visiting one community college, yet were afforded the opportunity in an introductory seminar, to meet with, share, and receive input from the Community College Learning Resources Directors of Florissant Valley Community College, Meramac Community College, and Forest Park Community College.

As regards laboratory work and practica, the following activities constituted what both participants and Director felt were perhaps some of the most rewarding learning experiences of the Institute:

1. A department of Instructional Systems Technology "hands-on-workshop" which roughly comprised a two-week segment of course work in the Audio-Visual Department of Indiana University. This "hands-on-workshop" entailed individual production projects in such areas as making transparencies, silk-screening techniques, laminating, slide production, and photography skills.
2. A practicum in the Technical Services segment of the Institute, comprising approximately two weeks in the GLS Library. The practicum allowed the participants the opportunity of involving themselves individually in the technical services process,

from receipt of book order request to the placement of that title in the library stacks for the patron's use.

3. A practicum in the Community Services segment of the Institute resulted in the establishment of a "model" for a community analysis. This practicum really had a dual purpose. This endeavor was not only directed at assessing the services and programs of the Monroe County Public Library (our sample institution), but the methodology, planning, and research hopefully would have applicability for each of the libraries in which participants will eventually find themselves.

THE INSTITUTE COMMUNICATION PROCESS

This area was one of the most difficult, frustrating, and time-consuming aspects of the entire Institute program, yet considered one of the most necessary, essential and rewarding developmental aspects to emerge in the Institute program. Attempts to communicate on an individual basis were eventually displaced by a group communications format. Not to mislead the reader into thinking that individual communication between participant and director, participant and faculty member, and participant and fellow participant was lacking; in fact, quite the contrary, such communication was apparent throughout the duration of the Institute. However, reference here is made to the fact that group developmental maturity resulted in the major source of communication becoming interactive counseling sessions, comprising the entire group and the Director.

Effectiveness of any communication process is open to much scrutiny and varied interpretations. To say that all contributed their utmost to the enrichment of this process would be inaccurate. . . .To say that the director and other faculty and staff were inaccessible to participants would be an inaccuracy. To say that a trust relationship and freedom to express one's views were lacking would be inaccurate. To say that a failure to follow instructions and an ability to meet requested or desired class requirements resulted in a communications problems would be somewhat accurate. For the most part, I feel the channels for communication were always open. Whether one chose to use those channels was a personal or group perogative which we attempted to encourage but not belabor.

In any multicultural learning environment, communication is somewhat complicated due to divergent backgrounds and dissimilar life experiences. This is not stated as an excuse; but rather a fact of life. Empathetic individuals who are seen as non-manipulative, and who can develop trust relationships which foster an honest and non-threatening environment for interaction are essential to the communication process. Whether such an environment existed is for participant evaluation to determine; however, as a director, I feel such an environment existed. We collectively grew, developed this trust relationship, and perhaps the end of Institute evaluation by students will attest to these conclusions. (See Attachment II, entitled: "End of Institute Evaluation by Participants.")

INSTITUTE STAFF

Charles E. Hale, Institute Director, devoted full time to the Institute. He was assisted by a secretary, Ms. Anne R. Nickol. Participants also had classes with members of the regular, full-time faculty.

Director Qualifications:

Name	*Degrees: Where and When Conferred*	*Field of Specialization*
Charles E. Hale	A.A.S. Jamestown Community College. 1958 B.A. Hope College, 1960 M.S.L.S. University of Kentucky, 1970 Target date for completion of Ph.D., Indiana University, January 1976	Community College Learning Resources Center Administration and Management

DIRECTOR'S EXPERIENCE

Organization	*Position*	*Dates*
Indiana University, Graduate Library School	Instructor & Director of USOE Institute for Education for Librarianship in Urban Community Colleges	Aug. 1973-Aug. 1974
Lees Junior College	Learning Resources Center Director	Aug. 1970-Aug. 1973
USAF	Officer in United States Air Force (Captain)	Nov. 1962-Jan. 1968
Lowell Public School System	High School Teacher, American history/ Government	June 1960-June 1962

PROFESSIONAL ORGANIZATIONS: Memberships

American Library Association, 1972-
College and Research Libraries Section, ALA, 1972-
American Association of Community and Junior College, 1974-
Kentucky Library Association, 1970-
Kentucky Association of Junior Colleges Section, 1970-
Indiana University Library Association, 1973-
Beta Phi Mu Library Honorary, 1970-

HONORS, AWARDS, AND CERTIFICATION

Recipient of High School Yearbook Dedication, 1961
Charter member of Upsilon Chapter, Beta Phi Mu, National Library Honorary, 1970
Recipient of Faculty Service Award (Selection by Students), 1971
Selected for inclusion in "Outstanding Educators in America," 1972
Recipient of Distinguished Faculty Award, Lees Junior College, 1973
Indiana University Scholarship for Doctorate

Full-Time Members of the Faculty

Name and Year of Appointment	*Academic Rank*	*Degrees: Where and When Conferred*	*Field of Specialization*
Bernard M. Fry, 1967	Professor of Library Science and Dean	A.B. Indiana University, 1937 A.M. Indiana University 1939 M.S. (in L.S.) Catholic University, 1952	National Information Systems Technical Information Center Administration Special Libraries
Sarah R. Reed 1971	Professor of Library Science and Associate Dean	A.B. Cornell College, 1936 B.S. (in L.S.) University of Illinois, 1942 A.M. University of Illinois, 1945	Reference Bibliography Research
Marian L. Armstrong, 1958	Assistant Professor of Library Science	B.S. in Ed. Indiana University, 1952 A.M. (in L.S.) Indiana University, 1958	School Libraries Instructional Materials Information Sources
Calvin J. Boyer, 1972	Assistant Professor of Library Science	B.S. Eastern Illinois University, 1962 MLS University of Texas, 1964 PhD. University of Texas, 1972	Management of Intellectual Enterprises Administrative and Organizational Behavior
Catherine I. Cole, 1966	Instructor in Library Science and Director of Admissions	A.B. Indiana University, 1938 A.M. (in L.S.) Indiana University, 1963	Public Libraries Personnel
W. Duane Johnson, 1970	Lecturer in Library Science	A.B. Augustana, 1952 MLSL University of Illinois, 1959 Candidate in Philosophy, Indiana University, 1970	Library Materials for Children and Young Adults School Libraries

Name and Year of Appointment	*Academic Rank*	*Degrees: Where and When Conferred*	*Field of Specialization*
David Kaser, 1973	Professor of Library Science	A.B. Houghton College, 1949 M.A. Notre Dame, 1950 AMLS University of Michigan, 1952 Ph.D. University of Michigan, 1956	Academic Library Administration Humanities History of Libraries International Librarianship
Name and Year of Appointment	*Academic Rank*	*Degrees: Where and When Conferred*	*Field of Specialization*
Eva Kiewitt, 1973	Assistant Professor of Library Science and Librarian	B.S. in Ed. Ball State University, 1949 MLS Indiana University, 1970 Ph.D. Indiana University, 1973	School Libraries Information Sources
Name and Year of Appointment	*Academic Rank*	*Degrees: Where and When Conferred*	*Field of Specialization*
Mary Popp, 1973	Assistant Librarian	B.S. Indiana University, 1971 MLS Indiana University, 1973	School Libraries
Name and Year of Appointment	*Academic Rank*	*Degrees: Where and When Conferred*	*Field of Specialization*
Allan Pratt, 1967	Assistant Professor of Library Science	B.A. University of Michigan, 1955 M.S.L.S. Case Western Reserve University, 1959 Ph.D., Univ. of Pittsburgh, 1974	Special Libraries Information Sciences Computer Technology
Name and Year of Appointment	*Academic Rank*	*Degrees: Where and When Conferred*	*Field of Specialization*
Clayton Shephard, 1967	Associate Professor of Library Science	A.B. University of Maryland, 1952 A.M. University of Maryland, 1956	Information Sciences Computer Science
Name and Year of Appointment	*Academic Rank*	*Degrees: Where and When Conferred*	*Field of Specialization*
Margaret R. Sheviak, 1959	Associate Professor of Library Science	A.B. Indiana University, 1957 A.M. (in L.S.) Indiana University, 1958	Library Services for Children and Young Adults
Name and Year of Appointment	*Academic Rank*	*Degrees: Where and When Conferred*	*Field of Specialization*
Bruce Shuman, 1971	Assistant Professor of Library Science	A.B. University of Chicago, 1963 A.M. University of Chicago, 1965 Ph.D. Rutgers, 1973	Public Libraries Book Selection Reference Services Communication Media and Libraries

Name and Year of Appointment	*Academic Rank*	*Degrees: Where and When Conferred*	*Field of Specialization*
D. Kathryn Weintraub, 1972	Associate Professor of Library Science	A.B. University of Chicago, 1951 A.M. University of Chicago, 1960 Ph.D. University of Chicago, 1970	Information Science Cataloging and Classification Technical Services
Name and Year of Appointment	*Academic Rank*	*Degrees: Where and When Conferred*	*Field of Specialization*
John Peters, 1973	Associate Instructor of Library Science	A.B. Kansas University, 1964 M.A.T. Johns Hopkins University, 1965 MLS Indiana University, 1968	Information Sources Literature of Social Sciences Information Sciences
Name and Year of Appointment	*Academic Rank*	*Degrees: Where and When Conferred*	*Field of Specialization*
Harry Welsh, 1973	Associate Instructor of Library Science	A.B. West Virginia University, 1962 M.S. Drexel Institute of Technology, 1967 MPA Wayne State University, 1973	Government Documents

Consultants

Dr. Shirley Edsall, School of Library Science, University of Michigan, Ann Arbor, Michigan 48104

Mr. Richard Kuuttila, Dean of Programmed Instruction, Macomb County Community College (South Campus), Warren, Michigan

Dr. David Loertscher, Educational Media, Purdue University, Lafayette, Indiana

Guest Lecturers

	No. of Lectures
Bro-Dart and Midwest Book-Jobber Representatives	1
Dr. William Day	2
William Cuttrill	1
Demco Representative	1
Dr. J. Brooks Dendy, III	1
Dr. August Eberle	1
Richard Mann	1
Dr. Norman Overly	1

	No. of Lectures
Ms. Eblis Perez	2
Dr. Dennis Pett	3
Ms. Mary Popp	3
Ms. Margaret Sheviak	2

Institute Evaluator (External)

Ms. Jo Ellen Flagg, Librarian, Forest Park Community College, 5600 Oakland Avenue, St. Louis, Missouri 63110

Advisory Committee

An Advisory Committee was comprised of members of the full-time faculty of the Graduate Library School as listed above, student participant representatives, and representatives from the following departments:

Afro-American Affairs –Dr. Herman Hudson, Vice-Chancellor

Instructional Systems Technology–Dr. Dennis Pett

School of Higher Education–Dr. William Day

All advisory committee meetings were open to all participants interested and meetings were held approximately every 6 weeks. The major responsibilities of the advisory committee were to assist the director in program planning and development, recruitment, implementation, and evaluation.

EVALUATION OF ADVISORY COMMITTEE

Strengths

1. The personal concern, involvement, and collegial advice rendered the director were most helpful and useful.
2. The student-faculty committee served as a forum where student participants could voice opinions regarding the strengths and shortcomings of Institute activities, content, and program development.

Weaknesses

1. Although every attempt to foster student involvement was encouraged, participant representatives for reasons unknown to the director or faculty members felt somewhat hampered in expression of opinion.
2. Due to full-time faculty member leaves and vacations during the summer sessions, no advisory committee meeting was held during this time. The director felt that, if simply for means of communication, this fact limited the utility and channels of input for both participants and faculty, which may have resulted in additional revisions in Institute affairs.

UNIQUE FEATURES OF INSTITUTE

As director, I would identify five areas as being unique features of this particular Institute. These five are:

1. *The Institute Seminar:* Identified earlier in this document under course requirement "L595 – Workshop for Librarians" and which had as its focus the community college and its library/learning resource center.
2. *The Evaluation Instrument:* Which entails a follow-up evaluation of Institute participants one year after completion of the program. (See page 32 for copy of the Evaluation Instrument.)
3. *The Interdisciplinary Approach of the Program:* Which included learning theory, curriculum development, vocational/technical education, adult education, non-print media, radio/television production, and instructional systems technology.
4. *The Placement Activity:* This area, which represented mailings to 1,140 community colleges in the United States, mailings to the 48 state administrators of community college systems, listings with the Placement Bureaus at ALA Mid-winter and Annual conferences, and review of Indiana University Graduate Library School Placement Newsletter, in an attempt to procure positions for Institute participants upon completion of the program.
5. *The Program Itself:* As stated earlier, this was the *first* USOE federally-funded institute resulting in a Masters degree program specifically designed for community college librarians. This in itself reflects the uniqueness of a learning experience not easily replicated nor reproducible, yet from which much can be learned.

MAJOR PROBLEMS ENCOUNTERED AND SOLUTIONS

What might appear as *major* problems to an Institute director might appear as *minor* problems to participants of the Institute, faculty involved with the program, and the administration of the Graduate Library School in which the Institute is conducted, and vis-a-vis. Be that as it may, the following problems and their associated solutions are enumerated.

Major Problems	*Solutions*
1. Lateness of USOE Funding Notification.	1. GLS Administration, Faculty and Institute Staff's personal committment, involvement, and overtime, plus understanding and acceptance by participants.
2. USOE Stipend Limitations	2. The standard USOE stipend allocations irrespective of variances in institutional costs where institute programs are held, the cost of living and inflation---created financial problems for participants.

Solutions, although not completely satisfactory, saw the 18 participants through to program completion. These included procurement of part-time positions for participants and extra counseling and support from administration and director.

3. The Ethnic Communication Barrier

3. Taking individuals from urban settings and transplating them in a mid-western small metropolitan locale, adding the ingredient of ethnic minority participants with a director of a different ethnic background, we would be most deceitful if we did not suggest a problem of significant proportions *initially* affected the Institute. Solutions included personal commitment of GLS administration, faculty, and Institute staff, fostering of an effective and cohesive "group identity", a cooperative decision-making atmosphere, honesty, and genuine concern for personal problems and their solutions, plus non-academic social group activities resulted in a "trust relationship" that was real rather than fictionalized.

INSTITUTE AND PARTICIPANT EVALUATIONS

Follow-Up Evaluation Instrument

An evaluation instrument to be administered one year after completion of Institute program was written into our initial Institute proposal document. This instrument, designed by the director after a thorough investigation of the literature on evaluation, is psychometric in nature, employing a modified Likert-scale for evaluator response. Once completed in draft form, the evaluation form was submitted to the following groups for their scrutiny and comment:

1. Institute participants
2. Graduate Library School faculty and administration
3. Indiana University Department of Tests & Measurements

Having incorporated suggested changes and recommendations of all three groups mentioned above, a revised form was designed and sent to ten randomly selected community college librarians/learning resources directors for a pre-test evaluation. The response and comments received from these community college directors was most gratifying and useful. A sample of the responses received follows:

> "You are to be congratulated for developing such a comprehensive instrument. Having searched the literature in the library field over a period of time, I have found very few evaluation forms which can be adapted to a community college library or learning resource center situation."

Another writes:

> I have studied the evaluation form and have also circulated the form among my supervisory personnel. We all felt that the form is very complete and could find no specific statements which could cause us problems as evaluators. In fact, we feel that the evaluation form does have merit for some use in our Library Learning Resources Center."

Still another LRC director writes:

> My general reaction is that the form is complete, thorough, and specific enough to be useful. . .both for the employee's supervisor and the employee himself, who can use it as a growth experience."

A copy of the evaluation instrument of which these LRC directors speak and which has been designed for administration to participants (by their immediate supervisors– following one year "on-the-job") follows:

DIRECTIONS FOR FILLING OUT EVALUATION FORM

On the following evaluation form is a series of statements which describe behavior or performance characteristics of the individual being evaluated. Opposite each statement are a series of "judgmental descriptor blocks" which represent the evaluator's assessment or evaluation of the individual's performance in that particular area or activity. Place a check (√) in the block under the judgmental descriptor which most appropriately identifies your assessment of the employee's performance. The two judgmental descriptors of "Undecided" and "Not Applicable" should be used only under the following situations:

"Undecided" - "U" — If the evaluator feels that due to insufficient time he or she cannot assess a certain behavior or performance, then the "U" category should be checked (√).

"Not Applicable" - "N/A" — (1) If the evaluator feels that the position to which employee is assigned neither requires nor allows the employee to display or exhibit the particular behavior stated, then the "N/A" category would be applicable, or (2) if the evaluator is not administratively in a position to render an assessment of a specific behavior stated, then the "N/A" category would have applicability.

When you have completed the evaluation form, please return it to:

Charles E. Hale
Institute Director
Graduate Library School
Indiana University
Bloomington, Indiana 47401

USOE INSTITUTE PARTICIPANT EVALUATION FORM

JUDGMENTAL DESCRIPTORS

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree
N/A = Not Applicable

AREAS OR ACTIVITIES TO BE EVALUATED:	SA	A	U	D	SD	N/A
1. Catalogues print materials effectively						
2. Catalogues non-print materials effectively						
3. Effectively handles information needs of library patrons						
4. Is innovative and creative in activities assigned						
5. Works well with other staff members						
6. Formulates strategies and programs for institutional involvement of library						
7. Actively seeks personal involvement in community in which college is located						
8. Demonstrates not only understanding, but ability to follow library processes and procedures						
9. Handles assigned tasks and responsibilities easily and competently						
10. Aggressively promotes library atmosphere of personal concern for patron						
11. Effectively supervises fellow staff members						
12. Actively seeks involvement in instructional program of college						
13. Makes significant contributions to service rendered faculty members						
14. Is instrumental in developing plans for evaluating informational services rendered						
15. Meets individual needs of students as regards instructional assignments						
16. Demonstrates competency in basic library skills required for the job						
17. Fosters and contributes to library services to local community in which college is located						
18. Makes valuable suggestions in the decision-making process of the library						
19. Actively seeks additional responsibility						
20. Exhibits leadership qualities						
21. Demonstrates ability in systematically organizing information resources of library						
22. Is knowledgeable in the systematic organization of informational resources						
23. Work accomplished consistently displays professional competence and excellence						

	SA	A	U	D	SD	N/A
24. Is knowledgeable of community college philosophy and concepts						
25. Aggressively provides opportunities for utilization of audio-visual media in library/LRC programs						
26. Actively seeks involvement in public relations efforts of library						
27. Actively promotes opportunities to increase library use						
28. Positively communicates library purposes and services to constituency						
29. Performance indicates that library training more than adequately prepared individual for position						
30. Displays knowledge and competency in the area of non-print media materials and equipment administration						
31. Demonstrates skill and proficiency in use of bibliographic tools for selection and acquisition of library materials						
32. Is consistently involved in self-developmental pursuits to increase professional competencies						
33. Exhibits positive attitude to "change" of library collection and activities						
34. Is fully aware of student diversity and make-up of community college student population						
35. Seeks to develop collection representative of ethnic composition of college and community						
36. Is familiar with new applications of communications media and instructional technology as they relate to library/LRC programs						
37. Demonstrates skill and competency in area of career/ vocational information resources						
38. Actively participates in local and regional library professional organizations						
39. Makes valuable contributions to formulation of library procedural and policy documents						
40. Can efficiently and effectively administer a learning resource center, when need arises						

ADDITIONAL COMMENTS:

Evaluator's Signature _____ Date _____

COMMENTS OF INDIVIDUAL EVALUATED:

Employee's Signature_____ Date_____

CONCLUSIONS

In enumerating as succinctly as possible those points of the Institute deemed of greatest significance, these would be:

1. The fact that 18 participants from a diversity of ethnic and cultural backgrounds successfully completed an innovative MLS program for community colleges, the first of its kind in the United States.

2. The commitment of participants, GLS administration, and faculty, and the extra effort and personal involvement that such USOE institutes require.

3. As one participant stated in a conversation with the Director, it "afforded me the opportunity of proving myself, personally as well as academically. . ." Likewise, it afforded these participants an opportunity which personal financial limitations would most certainly have curtailed.

4. And finally as one potential employer, who personally interviewed a number of the participants, put it, "I'm most impressed with these candidates. Their knowledge of the community college and its students are really most profound and their 'service-oriented approach' to their profession is most commendable."

This latter statement reflects, I feel, that two of the major objectives originally set forth were most satisfactorily met.

I feel that the Institute, for the most part, accomplished what it set out to do. In partial agreement with the participants, I feel the "time constraints" would have been less prominent if a year or 6 months "internship," as originally written into the proposal, had been allowed by USOE and not deleted.

I believe the "how" of our accomplishment of our purposes could be identified as:

1. Having a degree of flexibility, yet "structured alternatives" to program design and content.

2. The commitment of all associated with the program to fully benefit from the opportunities which this program afforded.

3. And finally, a realization, which in turn affected communications and interrelationships, that motivation and personal enthusiasm expressed by students are directly proportional to that which they witness in their instructors. That concern, interest, and personal involvement transcends the confines of the "classroom" and must "spill over" into the non-academic environment of social interaction and interpersonal relationships. This I feel occurred and represents succinctly what I would stand on.

Finally, queried by many as to the availability of such a program being offered again, I would recommend the following:

1. That instead of having such a program again funded by USOE, that a graduate library school or schools establish such a program as an adjunct or integral segment of their regular Masters' program.

2. That should USOE fund a similar venture, that the focus and content be organized to respond to the "continuing educational needs of practitioner's in the field" and that the community college librarian/learning resource center population be properly notified of its availability.

APPENDIX – ATTACHMENTS

ATTACHMENT I

Course Description for L595 of M.L.S. Program

L595 "Workshop for Librarians" (Fall Semester, 1973-74)

The first semester of the Community College Seminar consisted of an introduction to the community college, and more specifically, its LRC. As related to the community college, such areas as philosophy, concepts, functions, student population, and future implications were discussed.

As regards the Learning Resources Center, administrative functions, management skills and personnel/staff development concerns were introduced. The ACRL/AACJC/AECT Guidelines for Two-Year College Learning Resources Programs were carefully reviewed and critically evaluated. The management skills were not only personnel-oriented, but also collection-oriented, centering on such topics as: LRC Policies, Processes and Procedures; Facilities/Equipment; Design/Architectural Planning; Public Relationsmanship; Financing/Budgeting/Grantsmanship and Proposal Writing. This segment also included a "Hands-on-Workshop in the Department of Instructional Systems Technology, and likewise included fields trips to community college Learning Resources Centers in Illinois.

L595 "Workshop for Librarians" (Spring Semester, 1973-74)

This course, entitled "Advanced Reference Services for Community College Librarians," was geared specifically to community college degreed programs, and attaining knowledge and familiarity with basic reference tools and services of significance. Since community colleges across the nation (for the most part), have a three "tract" or degree program which students can pursue, this course dealt with reference services and utilization of tools in these three areas, namely:

1. Vocational/Technical Areas
2. Parallel/Transfer Areas
3. General Studies Areas

Reference tools were identified and discussed and bibliographies/reading lists were developed by student participants in these various areas. Handouts of current reference tools were provided for building LRC collections in these areas.

L595 "Workshop for Librarians" (Six Weeks Summer Session, 1974)

This first segment of the Institute Summer Session was divided into two subject areas: LRC Management and Technical Services in the LRC. The first area included such topics as Managerial Theory and Theorists (a few examples being McGregor, Maslow, Herzberg, Mayo, and others). LRC management areas included: Planning & Organizing; Personnel Selection & Evaluation; Job descriptions; Policy formulation, and others. Activities included a field trip to the St. Louis Junior College District, guest lecturers, and the compilation an *LRC Administrative Handbook and Guide for LRC Directors,* (the result of individual participant research in specific areas for inclusion). The Technical Services segment involved: selection, acquisition, ordering, processing, and organizing the LRC collection "for use." Included was a "Hands-On-Workshop" involving technical services in the GLS Library.

L595 "Workshop for Librarians" (Eight Weeks Summer Session, 1974)

This segment of the Institute, similar to the six weeks session, was divided into two subject areas: Instructional Systems Technology and Community Services & Outreach Programs in the Learning Resources Center. This interface of "Man and Machine" seemed an appropriate topic for the conclusion of the Institute. The Instructional Systems Technology segment included such areas as VTR and Video-Cassettes, Broadcast/Closed-Circuit TV, Communications Satellites, Learning/Language Laboratories, Programmed Learning, CAI, and Gaming/Learning Simulations. Again, various practical applications in the above mentioned areas and "practica" activities were employed.

In the Community Services & Outreach Programs segment, various outstanding community service programs of LRC's were explored. Minority materials and bibliographies were identified and discussed in an attempt to respond to the urban information milieu. A "Model Community Analysis" project was accomplished hopefully of use to participants as they attempt to assess the informational needs of the communities in which they eventually find themselves.

ATTACHMENT II

END OF INSTITUTE EVALUATION BY PARTICIPANTS

1. List the MOST valuable and LEAST VALUABLE ASPECTS of our Institute for Urban Community College Librarianship. Be as specific as possible.

Most Valuable	Least Valuable
Growing flexibility of Institute format - 2*	Convocations
Dr. Day's class on the community college	Outside speakers (some) - 2
Chuck Hale as Director - 3	Community Services course (L510) - 2
Field trips - 6	Advanced Reference course - 2
Community analysis project - 2	IST segment very vague
Lectures and resource materials handed out in class (Seminar)	Programmed learning segment covered very scantily
Hands-On Workshops - 2	Too much time on philosophy and guidelines of the community college
Counseling and availability of Director	Seminar (L595) at times too intensive and therefore superficial
Assignments (particularly the development of Administrative Handbook) - 2	Institute lasting only 1 year - should be longer
All aspects were valuable	Stubborn resistance by one or two partipants to having a non-minority person as Director
Management and personnel guidelines	Distinct separation of Institute participants from other GLS students - unrest and fear of each other
Visiting library personnel from outside the University	Change of Seminar instructor for Advanced Reference course
Vocational/Technical materials for the community college	Cannot comment on this aspect because personally I learned something from the experiences in the Institute
Class participation of participants	
Flexible assignments	
USOE funding - allowed participants to concentrate on studies full time	
18 people together - learned to work with other people and develop an esprit de corps -	
Curriculum organization and implementation	
Speakers in the field	
Theory and practice	
Director and faculty support	
Libraries' facilities, materials, services	

Most Valuable	Least Valuable
Published bibliography	
Practicums	
Freedom of expression in class	
Freedom to choose electives	
Entire learning situation was excellent	
Openness and honesty of all participants and especially the Director	

2. List as many ways as you can on how you plan to use the materials presented in this Institute when you procure a position in a library.

Use printed materials for self-study and reinforcement in weak areas - 4
Use materials as guidelines and basis for evaluation of future materials - 5
Use community analysis materials and knowledge to analyze own community - 3
AV techniques
TV techniques learned in Workshop
Keep materials updated and review periodically - 2
Share materials with others
Try to put into operation ideas discussed (community services, consortia, inter-agency cooperation, etc.) - 2
Materials for mending and binding will be used to repair books and periodicals - 2
Use Administrative Handbook for future reference - 2
Use bibliographies for developing own collection - 2
Use articles presented on management to help become a better manager

3. What changes would you recommend before suggesting that another person attend this Institute, assuming it will be offered again in the near future?

Counseling service separate from instructional program
Option available for course load 4-4-2-2 instead of 4-5-2-1 - 2
Have help with course work available
Be situated in a multicultural educational setting
Expand to a 2 year program - 2
Include an internship in a community college in the second year - 4
Make a larger amount of money available to students
Placement service for the Institute
Recruit participants with previous library experience
Solicit community colleges in order to receive their commitment to hire participants once trained
Reference and cataloging courses be more laboratory oriented - 2
Have more Hands-on Workshops and labs - 2

Have less guest speakers
No changes
Recommend Mr. Hale be in charge - 5
Make a closer scrutiny of the job market before institute of any kind is offered
Input by students be integral part of Seminar - projects and presentations at intervals - 2
Counseling, rap sessions, and cultural events of interest to minority students; more consideration of backgrounds of students
Have a course in the use of AV equipment as found in community colleges today
Institute an Advisory Committee that is truly responsive
Have more electives
If a seminar is created especially for the Institute again (i.e., L595), its course title should be distinguishable for purposes of vitas, resumes, credentials, etc.
Practicum should be extended if internship is impossible or not practical
Make list of possible employers (those who encouraged creation of Institute) available to participants
Start Institute off with a social situation where participants can interact and become friends; then have at least 1 social event per month
Allow non-Institute students to at least sit in on Institute classes
Make all Insttitute materials available to non-Institute students and others
Remove word "Disadvantaged" from Institute title
Start early on public relations with and for participants
Make sure the Graduate Library School is fully aware that the Institute is a part of the Graduate Library School and not a separate entity
Make outside Institute work relevant to the Institute and not vis-à-vis
Try to change method of instruction or instructor of cataloging course

4. <u>What changes would you make in the subject content of this Institute to have it meet with your needs and interests?</u>

Management and community analysis portions should begin in the second semester
Technical services should be begun earlier - 2
Short term independent study for individuals or small groups should be made available and shared with rest of participants
Feedback from other student's electives should be part of program
Should be more emphasis on computer technology - 2
Subject content was quite adequate - 5
Duplication of material (such as Dr. Day's class) should be avoided
Have more Hands-on Workshops (i.e., in viewing and selection of materials)

Have more field trips to coincide with present topics of discussion
Have specialization in subject areas such as training to become chemistry, law, or medical librarians
Set the Seminar (L595) up as a workshop, with a variety of projects to be accomplished which would be applicable for use on the job
Add an internship so theory learned could be put into practice
Make more hours available for subjects of interest to participants
Discard some of the standard library courses (i.e., L510) and incorporate the materials into the seminar
Adapt courses to the Institute
Put in more of what was already in the Institute
Vocational/technical portion of Institute was especially great

5. Following is a list of topics or activities covered during our Institute. Please indicate (with a check under the adjective which best reflects your feelings) in the blanks provided whether you felt the time spent on each topic was "Excessive," "Adequate," or "Inadequate."

	EXCESSIVE	ADEQUATE	INADEQUATE
Community College Philosophy, Concepts, Functions	2	9	
Administration and Management Skills		9	2
Personnel/Staff Development		10	1
Cataloging	1	4	6
Computer Applications for Library Science		5	5
Basic Reference/Information Sources	1	9	1
Vocational/Technical Materials		11	
Field Trips	1	8	2
Technical Services	1	6	3
Instructional Systems Technology	1	7	3
A-V/Materials Preparation	1	7	3
Community Services		9	2
Budgeting/Finance		6	4
Selection/Ordering/Processing Practicum	1	7	4
ACRL/AACJC/AECT Guidelines	1	10	
Library Services and Collections	1	10	
Advanced Reference for the Community College		8	1
Curriculum Design		5	4
(Any other courses or electives you with to comment on:			
Problems in Vocational Education			1
Children's Literature		1	
Radio and TV Production		1	

	EXCESSIVE	ADEQUATE	INADEQUATE
Cataloging		1	
Reference		1	
Information and Retrieval		1	

More of the above is always welcome - 1

6. What is your personal OVERALL reaction to the program which you have just completed, i.e., the entire program involved in the Institute for Urban Community College Librarianship?

[4] Excellent
[6] Good
[0] Fair
[0] Poor

Superior - 1
Good to Excellent [1]

*Numbers indicate how many (more than one) participants made the same statement.

ATTACHMENT III

END OF INSTITUTE EVALUATION BY GLS FACULTY

1. List what you consider to be the MOST valuable and LEAST valuable aspects of the Institute for Urban Community College Librarianship. Be as specific as possible.

Most Valuable	Least Valuable
A specialized education program was carried out which prepared minority and/or disadvantaged students for service in community college situations	Lock-step course schedule, which reinforced feelings of insulation and isolation in participants (delayed integration of students into total student body) - 3
Cooperative planning and conduct of Institute with other departments and faculty (unique and useful interdisciplinary environment) - 2*	Condescension and other attitudes, *well-intentioned*, but irritating to participants
Institute director, Charles Hale - 3	Lack of response received from ads in minority group papers (recruitment was by word of mouth)
Added studies from urban backgrounds and minorities	Can't think of any aspect of the program that doesn't seem to have been worthwhile
Excellent material added to GLS library from contributions of student class projects, work of director, and by means of special funds due to Institute	Lack of more field trips and an internship segment
Outstanding ability of Institute participants	No additional counsellor or ombudsman for Institute (would have allowed director to work on Institute direction and instruction and not have to stretch his time to include extra counseling needed by Institute students)
Responsiveness of faculty members outside GLS	Lack of a special placement service for the Institute participants and lack of an additional assistant to run it
Calibre of preparation given participants	
Opportunity to have more minority students in GLS student body	
Increased interest in community college libraries, which affected other parts of the GLS program	
Impact on GLS faculty and the development of future program for minority and ethnic groups	

2. How would you assess the potential impact of the Institute, if any, on the regular academic program of this institution? Expand upon your answer.

None_____ Slight__1__ Moderate__1__ Considerable__2__ Significant__2__

Changes were made to accommodate Institute, but nothing serious or disruptive. A few rules were "bent" for participants, which caused resentment in others.

A fuller understanding, awareness, and integration into our program of special needs and backgrounds of the minority student and of the community college (by contributions of comments, discussions, and evaluations of Institute students in the regular classes)

Significant impact upon GLS relationships with other academic units

Many special materials were added to the GLS library which will enrich collection for all students

School should be able to aid future students who are interested in this area because of experience with the Institute

A resulting realization that the Graduate Library School needs to expand its interests and programs for students with minority and/or disadvantaged backgrounds (ex.- indirect cause of more field trips and also internships in urban libraries for both minority and other students of the library school)

3. What effect, if any, did interacting with Institute participants have on you as an instructor?

Caused me to test my conscious and unconscious assumptions about minorities (A test of my complacent "liberal," somewhat wishy-washy self-perceptions)

Most of the participants challenged my institutionalized teaching methods

Whole thing reaffirmed my feeling that more individual action was desirable for participants

Brought me a renewal of concepts gained from past experience in urban situations and for keeping up to date with such library activities as they exist or do not exist in urban areas or for minority segments of our country

Quality of students recruited for Institute strengthened my belief that active recruitment of representatives from minority groups is essential

Deepened my sensitivity to program needs

Broadening and enriching experience both to learn to know the participants and learn more about community college libraries

As an instructor and administrator, the presence of the Institute, participants, and the able Director had a stimulating impact on me and one which led to personal and professional inquiry toward the strenghtening of the library school program for such students on a regular basis

*Numbers indicate how many (more than one) faculty members made the same statement.

ATTACHMENT IV

Leadership Training Institute
Site Visit Report
Education for Librarianship
in Urban Community Colleges
Indiana University, Bloomington, Indiana
Site Visit Dates – January 29-31, 1974

PROBLEM:

Dr. Shirley Edsall, author of this institute proposal, surveyed 428 community college librarians, with 324 usable returns received (75.7%). Dr. Edsall found the following data:

"A majority of the community college librarians expressed a need for special knowledge, in addition to that required of other academic librarians, in the areas of the history and philosophy of the community college, the variety of its occupational and transfer programs, and the diversity of the student body it serves. In other particular fields of education they mentioned curriculum development, educational psychology, adult education, vocational education, and educational technology. Library schools should assume the responsibility of making this special knowledge available to present and future students by means of a special course or seminar relative to the unique features of community college education and the library service required to meet the needs of this educational venture. Over 90% of the librarians suggested that special knowledge, competencies, and attitudes are needed for community college librarianship."

With this stated need, the institute was funded focusing on a nationwide selection of ethnic minorities interested in becoming community college librarians.

PEOPLE:

Due to the late notification of fundi g, recruitment posed a serious, though not insurmountable problem. From telephone calls made to librarians throughout the country, ads in national newspapers geared to specific ethnic groups, and contacts with applicants for the regular graduate library program, 38 applications were received. These applications were then reviewed by a committee consisting of the Institute Director, the Associate Dean of the Library School, and three members of the Library School faculty in order to select eighteen students.

The foreign language requirement was waived for all institute students, but in all other areas they met standard University entrance requirements.

The ethnic composition is thirteen Blacks, four Mexican-Americans, and one South American. There are eleven women and seven men with their ages ranging from 22 to 43; six of them are married and five of them have dependent children. They represent nine states and the District of Columbia.

PLAN:

The original proposal was written by Dr. Shirley Edsall, who has since left the University to accept other employment. The new Director, Charles Hale, is basically following the original proposal with a few modifications. It is a Masters degree program consisting of one academic year and two summer sessions. The Institute is using the interdisciplinary approach with students taking electives from the Department of Higher Education as well as the School of Library Science. They are enrolled in regularly scheduled courses at the University with the Seminar being the only separate Institute course. It is designed largely to deal with the special features and problems of the community college and the learning resources center in the college. This is accomplished through field trips, guest speakers and lecturers, and group discussions. Each summer session will consist of the seminar and an elective. The Director taught the Seminar in the first semester, is currently counseling the students, and will again teach the seminar in both summer sessions. Due to the fact that there are no community colleges near the University, there is no practicum or field work component in this institute.

MODIFICATIONS:

The summer sessions, as originally planned, consisted of a six hour seminar. From student input and conferences with the outside evaluator, it has been condensed to a three hour problem solvng format.

The program objectives have been more clearly defined and delineated by the students and the new director.

PERCEPTIONS:

Director: Institute has had positive impact on the Graduate Library School

1. more concern for materials for minorities;
2. new foundations course including community college library segment will be incorporated into the regular Masters curriculum;
3. interaction of institute students with the faculty and regular Masters students;
4. a new awareness of people relating to each other and responding to personel needs.

Faculty Member: Students in the institute have brought a variety of experiences and backgrounds to Indiana University.

From formal and informal discussions with other faculty members, the Dean, and the Associate Dean, it was obvious that the institute is receiving full support from the Graduate Library School. Those faculty members who had taught institute students, with one exception, found them to be highly capable and welcomed the opportunity of having them in their classes.

I had the same general impression after talking with two members of the Advisory Committe, one of whom had also taught the students. They follow the students progress closely and are committed to assisting in their successful completion of the institute.

Students: The usual student complaints were aired: "Not enough money". "I was told too little about the program in the beginning"; "Notification about acceptance came too late." But they conceded that these were minor inconveniences. The major complaint from the majority of the students was the format and the method of instruction of the current seminar. They feel the present instructor is not as well prepared or as knowledgeable as Mr. Hale (taught first semester) and that the material they are receiving is extraneous to basic library skills such as acquisitions. They want more basic, practical, material.

They felt they learned more from Mr. Hale and several expressed a desire for him to take over the course the remainder of this semester. Others said the *instructor* is not the problem, it's the *format;* it's too loosely structured and needs to be revised and given more substance. At any rate, there is much dissatisfaction with the Seminar as it is presently taught. Another comment, though not as frequent, was the lack of opportunity for field work or some type of practical work experience as part of the instructional program.

On the positive side, the students have no regrets from entering the institute; they are realizing personal, as well as professional, goals; feel no sense of isolation within the Library School or the University; and have good rapport with the director. They appreciate his genuine concern for them as individuals.

I might add that the Afro-American Affairs Department of the University and its many services, both academic and social, has played a major role in helping Black students adjust to a large Midwestern university. The Vice-Chancellor for Afro-American Affairs is a member of the Institute Advisory Committee and his personal concern for the students' general well-being was clearly evident.

RESULTS:

Approximately one third of the students earned 4.00 averages (on a 4.00 scale) for the first semester.

Students are compiling several bibliographies on occupational/career materials for use in community colleges.

Initial job contacts have yielded approximately 10% positive response. Resumes of all students were taken to the job registry at ALA Midwinter and over a thousand letters of inquiry have been mailed.

Students who successfully complete the Institute will earn an MLS degree and will be qualified for employment in community college libraries.

RECOMMENDATIONS:

The Seminar, which is the focal point of the Institute, needs to be restructured. I discussed this with the Director and selected members of the Library School faculty. They in turn, with input from the students and possibly the outside evaluator, will modify this semester's course and revamp the course for the summer session.

Bene L. Durant
Field Coordinator
Leadership Training Institute

ATTACHMENT V

AN EVALUATION OF THE EDUCATION FOR LIBRARIANSHIP IN URBAN COMMUNITY COLLEGES INSTITUTE

Graduate Library School

Indiana University

Bloomington, Indiana

Jo Ellen Flagg, Evaluator

August 23, 1974

This is an evaluative report on the recently completed EDUCATION FOR LIBRARIANSHIP IN URBAN COMMUNITY COLLEGES Institute. It will focus on whether or not the Institute successfully achieved its stated goals and educational objectives. Its viewpoint is that of an external evaluator whose contact with the Institute was through periodic visits and discussions with the Director, the participants and the Graduate Library School faculty.

THE PROPOSAL

The Institute is the result of a proposal developed by Dr. Shirley Edsall in 1973, outlining a program designed to recruit and train individuals from minority groups and/or disadvantaged backgrounds to become community college librarians in developing urban 2-year colleges. The impetus for Dr. Edsall's proposal came from her survey of currently employed community college librarians who in their responses expressed a need for graduate level training in both librarianship and community college concepts. They were especially interested in the historical and philosophical background of the community college movement, on the variety of program offered by these colleges and the materials needed to support these programs, and on the diversity of the student population that they might be expected to serve.

The Institute which ran from August 21, 1973, through August 16, 1974, and which culminated in a recognized Masters' in Library Science degree from Indiana University for its participants had three basic goals:

1. To develop a course curriculum for community college librarianship.
2. To produce a group of specially trained individuals capable of filling the future vacancies in urban community colleges.
3. To make a concerted effort to increase the number of minority group persons interested in working in an urban setting.

The participants that were finally chosen for the Institute spent the year in a program somewhat individually designed to their special interest and career objectives. Each student took approximately 12 semester hours each Institute session. These hours included such things as:

-the basic and required library science courses from the Graduate Library School

-electives of any other library science courses taught during those semesters

-electives of any other courses from the University's total graduate program

-a special Institute seminar which included discussions on all aspects of community college librarianship and the development of subject and vocational bibliographies and other informational articles, plus guest lecturers and field trips

Also the program emphasized the interdisciplinary approach to educational learning because it afforded the Institute participants access to the total resources of the University and encouraged their usage of these resources.

THE PARTICIPANTS

Eighteen minority students were chosen as the participants of the Institute. These students represented a wide variety of educational training and cultural backgrounds. Their statistical

make-up was as follows:

Sex:	11 women 7 men
Ethnic composition:	13 Blacks 4 Mexican Americans 1 South American
Age:	Age range from 22 years to 43 years old
Experience:	6 with some library or library related work experience 6 teachers 6 from other professions
Geographically:	13 from Midwest states (Ohio, Michigan, Missouri, Illinois, Wisconsin, Indiana) 3 from Southwest states (Arizona, New Mexico) 1 from a Southeast state (Kentucky) 1 from the District of Columbia

THE SCOPE AND LIMITS OF THE EVALUATION

As previously stated in the introduction this is an external evaluation which focuses on whether or not the Institute achieved its goals and educational objectives. The method used for the evaluation was that of visiting and observing the Institute in session. There were two visits to the Institute by the Evaluator and an additional field trip by the Institute students to the Evaluator's community college library. In the instances of the visits to the Institute, the Evaluator had a chance to meet and have discussions with the Director, the Director and students together, the students in a confidential situation, and some of the Institute faculty. In each case the Evaluator was then able to discuss her findings and/or observations with the Director and make suggestions for changes if suggestions were needed.

The observations in this evaluation are of a subjective nature. They are the Evaluator's opinions of what she perceived to be the problems, solutions, attitudes and achievements of the Institute and of its impact on all concerned.

THE PERCEPTIONS

It can be stated that the Institute did achieve its basic aims. It did this in several ways, some of which were:

1. Providing the students with an integrated educational program that combined basic library science courses, electives of courses in their particular subject interest areas and an emphasis on information about community college librarianship.
2. Providing the students with sound counseling and guidance which helped further define their career objectives.
3. Training a group of minority students who might otherwise not have entered the library profession to be interested in working in an urban community college situation.

4. Creating in the parent institute, the Graduate Library School, a deeper awareness of the needs of minority and/or students of disadvantaged backgrounds as well as the necessity of a greater presentation of the materials and information about the ethnic groups in our country in regular library science courses.

5. Creating a basic body of information about community college librarianship that can be incorporated into the regular Masters' degree program.

All of the success of the Institute did not happen without a few problems and some re-evaluation of the basic concepts and plans of the program. Although as evident from the successful completion of the Institute, most problems were corrected, it would seem profitable to enumerate a few major ones so that future programs of this type might avoid some of the same hazards. Some of the basic problem areas were:

The Seminar

The concept of having a special seminar that concentrated on the specific aspects of community college librarianship was excellent but it probably could have been structured a little differently. From the students' point of view there was too much information given in too short a time. They would have liked more preparation time so that they could have asked more pertinent questions and gotten the most information possible from the guest lecturers. Also the students felt that some of the seminar lecturers were not as well prepared as others. Through out the year, however, these problems were worked out and the seminar became a valuable classroom learning experience for the students.

The Counseling Services

The students felt that the person available to them for counseling and guidance should not have had a classroom teaching function. They wanted someone without that dual responsibility available to handle their complaints and personal and professional questions. Although it worked out beautifully for this year mainly because of the excellence of the person handling these matters, the students were concerned about honestly criticizing and discussing problems pertaining to the Institute with a person who was also involved in grading them in a classroom situation.

Required Library Skills Classes

Some of the required library science classes were not what the students had expected. They complained about too much work, the irrelevancy to their program of what was being taught, and the nonresponsiveness of the instructor to their needs and to their request for the inclusion of ethnic materials in the class.

In defense of the Graduate Library School, however, the Institute students like most library school students had a pre-conceived concept of what skills and knowledge they would need for their future jobs and some of the basic skills of cataloging and reference were not what they considered important. However, it should be noted that complaints about some of the basic courses are not limited to the Institute students but are also complaints from the regular Masters' degree program students. Perhaps the Graduate Library School should re-examine its basic skills

courses and make sure that these courses are meaningul for all of the students who must take them.

Field Trips and Internships

Although the Graduate Library School at Indiana University offered an excellent educational facility for the Institute, it is not in an area that contained many urban community college libraries. For future institutes held in similar geographical regions it is suggested that sufficient funds be available to allow longer field trips and/or group visitations to the types of library about which the students are learning. Also, the students suggested that the Institute might be expanded to include a 4 to 6 week practical internship experience at urban community college libraries throughout the country.

Employment Opportunities

Perhaps the biggest problem of the Institute and the only one not yet completely resolved is full employment of all Institute graduates. In these years where there seems to be more applicants than jobs in all professions, it is the same for the Institute graduates. Although the percentage of employment of the Institute graduates appears slightly higher than that for the regular Masters' degree program graduates, it should be emphasized that the Library profession in its responses to Dr. Edsall's original survey implied a need for specially trained librarians who are knowledgeable in community college concepts. If the Library community could voice this need, there should have been a commitment for full employment of all persons successfully completing the program. One wonders whether or not there is a legitimate lack of jobs because of a lack of funds or whether or not the Library profession is failing to live up to its announced commitment to the Affirmative Action and Equal Opportunity Employment practices.

Also the students have an understandable complaint about this situation because they were given the impression coming into the program that jobs would be available. Perhaps some of them would have not been Institute participants had not that idea been set forth.

It is suggested that the placement service of the Graduate Library School and/or the University make for these students and any such future students an extra effort to assist in finding employment.

THE SUMMARY AND CONCLUSION

In summary it can be said that the Institute was successful in what it tried to accomplish –

It provided a specialized educational program which emphasized information about, and created materials useful in, a community college library.

The Institute trained 18 minority students to be community college librarians and brought into the library profession 18 potential leaders.

It made use of an excellent educational facility at Indiana University and created a unique interdisciplinary program that combined courses in both the Graduate Library School and the rest of the University's graduate program.

The Institute and its participants helped strengthen the awareness of the Graduate Library School of the need to expand its interest and concern for minority and/or disadvantaged background students.

It created an awareness in some of the Graduate Library School faculty of the need to include more information about minority and ethnic materials in their courses.

The Institute proposal and program can be used by the various library schools across the country as a model to develop a community college course as part of their regular Masters' degree programs. It can also serve as a model for structuring another such specialized institute.

And finally, the Institute participants produced two pieces of literature which not only were beneficial to themselves as a learning experience but will be very useful to the total community college library community because of the information they contain. These publications are:

A SELECTIVE BIBLIOGRAPHY AND RESOURCE MANUAL FOR THE INSTITUTE IN URBAN COMMUNITY COLLEGE LIBRARIANSHIP
August 15, 1974

AN ADMINISTRATIVE HANDBOOK AND GUIDE FOR COMMUNITY/JUNIOR COLLEGE LEARNING RESOURCE CENTER DIRECTORS
Prepared by Institute Participants,
August 1, 1974

In conclusion, the Institute, the program of study that was followed, the students, and the materials generated were worthy of funding and will stand as a model for any such future programs.

Jo Ellen Flagg
August 23, 1974

ATTACHMENT VI

PRE- AND POST-INSTITUTE EMPLOYMENT ROSTER

Name of Participant	*Home Address*	*Pre-Institute Employment Address*	*Post-Institute Employment Address*	*Number of Dependents*
Earl Bean	2357 N. 1st Street Milwaukee, Wisconsin 53212	Martin Luther King Community School Milwaukee, Wisconsin	Circulation Department Margie Helm Library Western Kentucky University Bowling Green, Kentucky 42101	0
Joe Benson	4126 Firewood Drive Dallas, Texas 75241	St. Louis Public Library Des Deres Branch 5970 Kingsbury St. Louis, Missouri		0
Roy Cajero	c/o Nick M. Cajero 416 N. Freemont Tucson, Arizona 85719	Audio-Visual Department University of Arizona Tucson, Arizona		0
Isidro P. Chavez, Jr.	600 South Montana Roswell, New Mexico 88201	New Mexico State Highway Department Santa Fe, New Mexico	New Mexico State Dept. of Automated Data Processing Santa Fe, New Mexico	0
Yvany Basso Eckley	Av. Ipiranga 1138 Apt. 71 Sao Paulo (Sao Paulo) Brazil	Community Action Program Head Start Bloomington, Indiana	Individual out of country for year, 1974-75	2
Margaret Elliott	101 Campus View Bloomington, Indiana 47401	Kentucky State University Frankfort, Kentucky	Due to personal situation, not immediately available for employment	2
Doris Greer	2014 Perry Street, N.E. Washington, D.C. 20018	District of Columbia Public Schools 415 12th Street, N'W. Washington, D.C.		0

Name of Participant	*Home Address*	*Pre-Institute Employment Address*	*Post-Institute Employment Address*	*Number of Dependents*
Janice Johnson	1533 Hayes Street Gary, Indiana 46404	Gary Public Schools 620 E. 10th Place Gary, Indiana		0
Patricia Keith	7312 S. Peoria Chicago, Illinois 60621	Catalog Department Chicago State University Library Chicago, Illinois	Extension Division (Branch Library) Chicago Public Library 78 E. Washington Street Chicago, Illinois 60602	0
Carolyn Y. McIntosh	1916 Durkee Drive, E. Jacksonville, Florida 32209	Cleveland Public Library Cleveland, Ohio		0
Robert Martinez	5736 Hanover Road, N.W. Albuquerque, New Mexico 87105	Albuquerque Public Library 423 Central Avenue, N.E. Albuquerque, New Mexico	Albuquerque Public Library South Broadway Branch 423 Central Avenue Albuquerque, New Mexico 87101	2
Wilma Miller	828 Campus View Bloomington, Indiana 47401	Monroe County Department of Public Welfare 125 W. Kirkwood Avenue Bloomington, Indiana	Black Culture Center Librarian Indiana University Bloomington, Indiana 47401	2
Charles G. Ransom	739 Drake Street Indianapolis, Indiana 46202	Atlanta Richfield Company 3350 Raceway Road Indianapolis, Indiana	Champaign Public Library Douglass Community Branch 306 West Church Street Champaign, Illinois 61820	1
San Juanita Reyes	Hepburn Apts. C115 Bloomington, Indiana 47401	Multicultural Educational Development Program Indiana University Bloomington, Indiana	Due to personal situation, not immediately available for employment	1
Michael L. Roseborough	1334 E. 21st Avenue Gary, Indiana 46407	U.S. Army Ft. Sam Houston, Texas	Learning Resources Center East Arkansas Community College P.O. Box 1039 Forest City, Arkansas 72335	1

Name of Participant	*Home Address*	*Pre-Institute Employment Address*	*Post-Institute Employment Address*	*Number of Dependents*
Sheila Smith	12945 Santa Clara Detroit, Michigan 48235	Detroit Public Schools Detroit, Michigan	Learning Resources Center Kellogg Community College Battle Creek, Michigan	0
Maxine Strawder	c/o E. Payne Starling 10510 Parklane, #528 Cleveland, Ohio 44106	Beltzhoover Black Action Group, Inc. Pittsburgh, Pennsylvania	Learning Resources Center Shelby State Community College Memphis, Tennessee 38122	1
Patricia Washington	1228 W. 11th Street Chicago, Illinois 60643	Chicago Public Schools Board of Education 228 N. LaSalle Chicago, Illinois	Extension Division (Branch Library) Chicago Public Library 78 E. Washington Street Chicago, Illinois 60602	0

INDIANA UNIVERSITY

Graduate Library School

Announces a 1973-74

INSTITUTE ON LIBRARIANSHIP IN URBAN COMMUNITY COLLEGES

for

MINORITY STUDENTS FROM DISADVANTAGED BACKGROUNDS

Under sponsorship of the U.S. Office of Education, the Graduate Library School, Indiana University, has organized a one-year institute for specialization in urban area community college librarianship.

The program is both interdisciplinary and individualized, and will culminate in the M.L.S. degree for eighteen participants. Special features of the program include seminars in management, problems, and trends; interdisciplinary workshop sessions; field trips; and expert counselling and guidance.

QUALIFICATIONS: Applicants should:

- be a minority student from a disadvantaged background.
- give evidence of professional promise based on letters of reference, and, if possible, a personal interview.
- hold a bachelor's degree from a four-year college.

STIPEND: $2,400 for twelve months; $600 for each dependent; exemption from University tuition and student fees.

LENGTH OF INSTITUTE: August 21, 1973 to August 16, 1974

APPLICATION: For further information, write or telephone IMMEDIATELY:

Office of the Dean
Graduate Library School
University Library
Indiana University
Bloomington, Indiana 47401

Telephone: (812) 337-2666

CENTRAL PIEDMONT COMMUNITY COLLEGE
Elizabeth Avenue at Kings Drive/P.O. Box 4009/Charlotte, North Carolina 28204

Telephone Area Code 704/372-2590

Library

February 27, 1974

Mr. Charles E. Hale
Institute Director
Graduate Library School
Indiana University
Bloomington, Indiana 47401

Dear Mr. Hale:

Thank you for your recent letter and the bibliography on career/vocational materials you compiled for your advanced reference course.

Later this year we will be occupying a part of our building now being used for nursing classes. We plan, among other things, to have a Career Room in this space, and will use your bibliography as a basis for building a collection of career materials. So your effort has been mutually beneficial.

Do plan to visit us if you are ever in this section of the country.

Sincerely,

M. Phoebe Oplinger

M. Phoebe Oplinger
Director, Library Services

MPO:kk

Lansing Community College
419 N. CAPITOL AVE., LANSING, MICHIGAN 48914
Serving the Heart of Michigan

April 19, 1974

Charles E. Hale
Institute Director
Indiana University
University Library
Bloomington, Indiana 47401

Dear Mr. Hale:

Please accept my thanks for your bibliography on Vocational/ Technical Information resources. It should be of great help as we put together plans for a career information center in conjunction with the counseling department. This service area will be housed in the new Division of Applied Arts and Sciences building to open in Fall Term, 1975.

Enclosed are copies of our Handbook and of the Newsletter we began issuing Spring Term, 1973. Our staff procedures handbook is distributed to full and part-time staff in looseleaf notebook form, mostly photocopied for ease of updating. This is not a "rights, responsibilities, fringe benefits" type handbook for staff, but more broad policies and procedures for each area of the department to facilitate understanding of the role of each area. If you think this information would be helpful and you will let me know, we will make another copy. Our Circulation Procedures handbook and Technical Services Procedures handbooks are separate from the Staff Procedures handbook.

I hope this information will help your students and I am glad they are doing so well. They certainly are lucky to have you - you're working so hard for them.

Sincerely yours,

Ellen Person

(Mrs.) Ellen M. Person, Chairman
Dept. of Library Services

EMP/vlw

6 Enclosures

KELLOGG COMMUNITY COLLEGE

1-616-965-3931

450 NORTH AVENUE
BATTLE CREEK, MICHIGAN 49016

September 10, 1974

Mr. Charles Hale, Director
Institute for Community College Librarianships
Indiana University
Bloomington, Indiana

Dear Chuck:

Thank you for your hospitality during my recent recruiting visit. You will be pleased to know that we have hired Miss Sheila Smith as our Coordinator of Processing Services.

I was very much impressed with the knowledge and background which your students possessed. Each of them appeared to have a firm grasp of the Community College philosophy and were able to translate it into operational ideas.

I generally found the candidates which I interviewed from your program were better versed on current community college processes and procedures. They had obviously interacted with the concept of the Learning Resource Centers in great depth.

I sincerely hope that a program which emphasizes Community College Learning Resource Centers will be continued at Indiana University. You are to be commended for your leadership and direction in this project.

Sincerely,

Frank W. Crookes

Frank W. Crookes
Director of Instructional Design

FWC:mm

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Library program is first in the country

The I.U. Graduate Library School has established the country's first Institute of Education for Librarianship in Urban Community Colleges. The special training program is designed to prepare members of minority groups for careers as librarians at community colleges.

A community college is a two-year accredited institution of higher education which students may attend to prepare for transfer to four-year institutions or to receive vocational or technical training.

Many students commute, because the community college is accessible to people who want to take one or two classes without committing themselves to earning a degree, Charles Hale, director of the institute, said.

The 18 graduate students in the program – 13 black, four Chicano and one Brazilian, were selected from nine states and the District of Columbia. Hale said the students receive multi-disciplinary training, drawing from library sciences, higher education and instructional systems technology.

The students participate in field trips to community colleges, workshops in audio-visual aids and activities in adult education, curriculum development and vocational, technical and community services.

Robert Martinez, graduate student, entered the Institute when he realized he was not going to advance as a library paraprofessional. He is satisfied with the program, and said the close interaction within the small group has enabled him to better study people.

Martinez believes the one-year program is too short to provide all the necessary training. "Most of us in the program feel we could use more preparation. We can take only four electives, and get only a broad overview of the community college curriculum, audio-visual and computers," he said.

Martinez also said the program might be more effective if there were more community colleges in the Bloomington vicinity. Indiana has only five community colleges, compared to California with more than 100 and New York with 48.

There is some controversy among experts whether special training is necessary, Hale said. "Some feel academic librarians can simply walk into jobs at community colleges, while others feel they need special training to deal with the unique nature of the student body," Hale said.

The one-year master's degree program, proposed by Graduate Library School alumna Shirley Edsall, '73, will end in August, 1974, when the grant from the U.S. Office of Education runs out. The $150,000 allotted to the Institute is being used for instructional purposes and scholarships.

Urban Community College Librarians

Eighteen participants from minority/disadvantaged backgrounds are involved in a year-long institute, "Education for Librarianship in Urban Community Colleges," at the Graduate Library School, Indiana University. This institute conducted under a grant from the U.S. Office of Education, Title II-B, Higher Education Act of 1965, as amended, will culminate with a Master of Library Science degree for the participants in August, 1974. Having been awarded fellowships through the above grant, the participants upon completion of the Institute will hopefully be securing positions in community college libraries/learning resources centers throughout the nation.

The program includes offerings in basic library science courses, instructional systems technology, non-print media, learning theories and curriculum development, community information programs, and other areas of concern to the Learning Resources Center, an integral part of the community college. Should anyone desire vitas and/or resumes for possible employment consideration, please contact the undersigned.

Charles E. Hale, Director
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Graduate Library School
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USOE institute

The Graduate Library School at Indiana University has been funded by the U.S. Office of Education to conduct a year-long institute, "Education for Urban Community College Librarianship." This institute comprised of 18 participants from minority groups is a unique and innovative program in education for librarianship.

The institute proposal, the work of Shirley Edsall, '73 graduate of the Library School, and the administration faculty members of the Graduate Library School, responds to the increased need for learning resources librarians in the burgeoning field of higher education, the community college.

This interdisciplinary program draws upon those areas of higher education, instructional systems technology, and library/information science relating specifically to the community college. Participants are involved in a number of learning experiences such as: interaction with guest lecturers from the community college field, field trips to outstanding urban community college learning resource centers, practicums in the field of library services, "hands-on workshops" in instructional resources development, and other activities in the areas of adult education, curriculum development, vocational/technical education, and community services.

Upon satisfactory completion of the program, participants will be awarded a masters of library science, and will seek positions in urban community college learning resource centers across the nation. Built into the evaluation aspects of the program is an "on-site evaluation" to be conducted a year following completion of the institute for analysis and evaluation of their preparation, professionally, for the field of urban community college leadership.

Charles Hale
Director